DOCUMENT RESUME

ED 273 515 SO 017 330

AUTHOR Hadley, Marilyn, Ed.; And Others
TITLE Japan: Teaching Units.
PUB DATE 85
NOTE 60p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Cross Cultural Studies; Cultural Education; Curriculum Development; Elementary Education; Foreign Countries; Geography; Instructional Materials; *Social Studies; Sociology; Student Developed Materials; Teaching Guides; Teaching Methods; Units of Study
IDENTIFIERS *Japan

ABSTRACT

This teaching guide was developed by undergraduate elementary education students as part of the requirements for a social studies methods course. The guide presents nine teaching units about various aspects of Japan. The unit topics range from the broad to the specific, and reflect a variety of approaches for teaching about Japan in the public schools. Organized in a similar fashion, all units include a statement of rationale; concepts and generalizations to be stressed; behavioral objectives; and three types of activities: initiating activities to introduce the unit, developmental activities to teach the heart of the unit, and culminating activities to conclude the unit. The unit topics include two overviews, one emphasizing Japan's interest in education, involvement in international trade, and the structure of the government; the second reviewing Japan's geography, agriculture, people, and urban population. The topics also include Japanese industry, urban and rural society, land, culture, and lifestyle. An evaluation process and resources conclude the guide. (TRS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED273515

JAPAN: TEACHING UNITS

Developed by prospective
elementary education students
in ELED 162,
Geography for Elementary Teachers
The University of South Dakota

Edited by

Marilyn Hadley
University of South Dakota

Mary Lea Hennies
Vermillion Public Schools

Robert Wood
University of South Dakota

Spring, 1985

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Marilyn Hadley
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SP017330

CONTENTS

page

FORWARD 2

TEACHING UNITS

JAPAN: AN OVERVIEW (#1) 3

JAPANESE INDUSTRY AND URBAN SOCIETY 9

AGRICULTURE AND FOOD IN A RURAL SOCIETY 16

JAPAN IN A GEOGRAPHIC PERSPECTIVE 21

JAPANESE CULTURE 28

JAPAN AND THE LAND 34

JAPAN: AN OVERVIEW (#2) 40

JAPAN'S CULTURE 46

LIFESTYLES 50

EVALUATION 56

RESOURCES 57

FORWARD

This booklet of teaching resource units and resources has been developed at The University of South Dakota to encourage the inclusion of Japan in the social studies curriculum. Ideas are adaptable to most grade levels. As part of the requirements for ELED 360, Teaching of Social Studies in the Elementary School, undergraduate teacher education students developed teaching units about various aspects of Japan. Robert Wood, Marilyn Hadley, and Mary Lea Hennies have traveled in Japan studing the Japanese school system as well as the Japanese culture. They served as resource persons to the students during the development of the units and as editors of the completed products.

The topics for the units are both broad (Japan: An Overview) and specific (Japan in a Geographic Perspective), reflecting the variety of approaches to teaching about Japan in the public schools. All units are organized in a similar fashion, and include a statement of significance or rationale for studying the topic, concepts and generalizations to be stressed, behavioral objectives, and three types of activities: 1) initiating activities may be used to introduce the unit, 2) developmental activities may be used in teaching the heart of the unit, and 3) culminating activities may be used to conclude the unit. We recognize that some activities could be used in all three circumstances, depending on how a teacher develops the unit.

We encourage you to use these units as resources in planning and conducting your own unit of study about Japan. If you have any comments or questions, please direct them to one of the editors in care of the School of Education at The University of South Dakota.

JAPAN: TEACHING UNITS

JAPAN: AN OVERVIEW (#1)

Shelley J. Jurrens
Stacy M. Huewe
Christie L. Hopkins
Mary B. Hochstetter
Pamela J. Conklin

SIGNIFICANCE

Japan is rapidly becoming a world leader and has many ties to the United States. It is involved in international trade and is second only to the United States in industry. Although Japan is approximately the size of the state of California, Tokyo, its largest city, is one of the largest cities in the world. Foreign trade is important to Japan because it is not self supporting in terms of raw materials. One indicator of the importance of education in Japan is the fact that children attend school 240 days a year as compared to approximately 180 days in the United States. The governmental structure of Japan is very similar to that of the United States with a constitution and branches of government.

Many things can be learned from studying Japan. In addition to learning about another culture we can learn much about our own. By contrasting and comparing cultures, we will gain an understanding that there are many similarities between cultures as well as differences.

CONCEPTS AND GENERALIZATIONS

Concepts

1. Education
2. Population
3. Geography
4. Industry
5. Technology
6. Religion
7. Recreation
8. Government
9. Culture
10. Sports

Generalizations

1. The educational system is highly valued in the Japanese culture.
2. The geographic features of Japan influence where the people live.
3. Japanese industry and technology is influencing other countries.
4. Japan is an industrial nation.
5. The climate of Japan affects the crops that are grown.
6. The nation's diet is influenced by its geography and location.
7. Two Eastern religions are important in modern day Japan.
8. Some recreation and sports in Japan are similar to those in the United States.
9. Traditions and customs are very important today in Japan.
10. The governments of Japan and the United States are very similar.

BEHAVICRAL CBJECTIVES

As a result of this unit, students will:

1. Give an oral bcck report about Japan.
2. Write a letter to a pen pal in Japan.
3. Locate the four main islands of Japan.
4. List the major imports and exports of Japan.
5. List and define each branch of the Japanese government.
6. Name the crops grown in Japan.
7. Make a list of everything in their home that is made in Japan.
8. Make an origami project.
9. Participate in making a Japanese food dish.
10. Write a report on his/her views of Japan.
11. Pass a written exam.
12. Learn to say and write their name in Japanese.
13. Participate in playing a Japanese game.
14. Locate and name the major cities of Japan.

ACTIVITIES

Initiating

1. Have children bring pictures of items made in Japan. Place these on a bulletin board and have each child tell about his/her picture.

2. Point out the country of Japan on a globe or map. Through questions, lead the children to understand that Japan is an island nation and that there are four islands that make up Japan.

3. Invite someone who has traveled to Japan to visit the class and explain what it was like in Japan and give his/her impressions of Japan.

4. Invite some Japanese people from your local community or region to talk to the class about life in Japan.

5. Obtain some samples of Japanese music and play a variety for the class to hear.

6. Create a learning center in your classroom and fill it with artifacts and information about Japan. Have it available for students to look at during their free time. Include such things as books, models, slides, filmstrips, records, pictures, and games.

7. Have each student read a book on Japan outside of class. Then have each student write a book report telling about the book they read.

8. Divide the class into groups and have each group be responsible for making a bulletin board pertaining to a different concept. Examples: government, education, sports, imports, and exports.

9. Show the film Japan: An Overview. Later discuss the film and the students' impressions of Japan.

10. Do the following activity to show the population density of Japan. Start with 11 students and 3 chairs, have all 11 students sit on the 3 chairs, remove one chair and have students sit on remaining two chairs, continue removing chairs until all students are sitting on half of a chair. (See sample activities section for more information.)

11. Contact a school in Japan and obtain a list of names of school children who wish to write to an American student. Assign a pen pal to each student who wishes to participate. (See sample activities section for more information.)

Developmental

1. Using transparencies of Japan and the United States drawn to the same scale, place the transparency of Japan over various states so the class will get a feel for the size of Japan.

2. Using a map showing the topography of Japan point out its population centers and discuss why they developed at the present site.

3. Compare Japanese agriculture to agriculture of the United States, particularly in South Dakota.

4. Divide the class into groups of three or four. Using reference books and pictures, ask the students to find out what the Japanese eat. Then have them make a menu for the day.

5. Make a bulletin board or chart portraying the governmental system of Japan. Discuss similarities and differences to the United States.

6. List the foods that are eaten in Japan and discuss why they eat the foods they do.

7. Divide the children up into pairs and have them play the game Ayatori, which is similar to Cats Cradle.

8. Have each student bring one thing from their home that was made in Japan. Display the items on a table and then discuss Japanese exports.

9. Lead the students in a discussion about the roles of children in Japanese society. Compare and contrast the roles of children in the United States and Japan.

10. Bring chopsticks to class and explain how they came about. Have the children practice using them. If enough chopsticks are available, have the students take them to lunch to try them out.

11. Introduce Japanese writing and some common words such as hello, goodbye, thank you, etc.

12. Show the film Harvesting Land and Sea. Follow with a discussion about what the students saw in the movie.

13. Divide the children up into groups of four or five. Have each group make a list of as many things that are made in Japan as they can. Then have the children compare their lists. Discuss similarities and differences to what is made in the United States.

14. Show the film Four Seasons for Children. Follow with discussion.

Culminating

1. Prepare a Japanese dish and have the children eat it. Some of the dishes you could fix are: Miso-shiru, Boiled Rice, Tempura, Ramen, or Monaka.

2. Have each student write a poem about Japan in Haiku style. Have them pick a specific topic dealing with nature. Have each student read his/her poem to the class.

3. Have each student write a short essay or report on any aspect of the Japanese culture. Have the students read them to the class.

4. Have each student participate in the art of paper folding known as Origami.

5. Have the students divide into groups of four or five. On a poster board have each group draw and label the four islands, all the major cities, and the mountain ranges.

6. Gather the materials for a tea ceremony and have each student take part and sample some Japanese tea.

7. Have the children research and then role play Japanese customs, such as taking off your shoes before entering a house, wearing kimonos, etc.

8. Have the children participate in a Japanese culture day. During this day have the children wear kimonos, take off their shoes before entering the room, prepare Japanese dishes and eat them with chopsticks. Have activities around the room for the children to try such as Origami, Menko, Otedama, Ayatori, Koma and Hanetsuki. Have the children look at slides and get a feel for Japanese culture.

9. Have the students make Japanese fans. Obtain some thin paper and tong depressors. Have the students color a picture on the paper and fold it like a Japanese fan. Glue the tong depressors to the edge of the paper.

JAPANESE INDUSTRY AND URBAN SOCIETY

Shelly Flanagan (Chairperson)
Annette Heine
Kathleen Johnson
Scoot Sehmann

SIGNIFICANCE

Why would studying Japanese industry and urban society be an important part of an upper-elementary student's curriculum? What possible interest would Japan's urban society be to a fourth or fifth grader?

To begin with, American children focus on their own country. They do not realize how heavily we depend upon other countries for different kinds of goods. . . Arabian oil, Columbian coffee, Japanese cars and televisions. The United States buys a large number of products produced in Japan. Our major Japanese imports include iron, steel, many kinds of electronic equipment, automobiles, and raw silk. In exchange, we export many goods, especially agricultural products, to Japan.

It is important that students be able to compare and contrast different urban and industrial societies of our world. By exploring various parts of a country's industry and urban life, students should be able to identify what makes that nation's business grow to be prosperous and successful.

CONCEPTS AND GENERALIZATIONS

Concepts

1. Urban

   A. Housing
   B. Lifestyles
   C. Family
   D. Transportation

2. Industry

   A. Imports
   B. Exports
   C. Factories
   D. Electronics
   E. Fishing

Generalizations

1. Scarcity of space and high office rent have caused some Japanese business persons to begin conducting their office work from their homes via computers.

2. Japan has been open to ideas from all over the world, yet it still maintains much of its traditional culture.

3. Japan's human resources and expanding world markets have resulted in its becoming one of the fastest developing industrial regions.

4. Japanese colleges graduate twice as many technical engineers than do colleges in the United States.

5. Aquiculture plays an important role in Japan's fishing industry.

6. International fishing agreements are divided into two categories: multilateral agreements and bilateral agreements.

7. Japan's fishing industry is distinguished by the variety of its catch, the equipment used, and the techniques that are employed.

8. Given the 200 mile territorial limit, Japan must maximize efficient use of available resources.

BEHAVIORAL OBJECTIVES

As a result of this unit, students will:

1. Illustrate types of Japanese urban homes.
2. Give examples of the night life found in Japan's cities, giving examples of places to go for entertainment.
3. Discuss the import/export relationship between the United States and Japan.
4. Complete all word-finds and crossword puzzles.
5. Express opinions on the Japanese foods they tasted.
6. Specify at least three items that Japan exports to other countries.
7. Collect and summarize data about one fast-growing industry in Japan
8. Draw a graph showing the growth of Japan's industry over the past forty years.
9. Express his/her feelings as to what it would be like to live around so many other people in such a small area.
10. Define aquiculture as meaning the artificial breeding of marine products.
11. Compare family-run fishing enterprises with company operated industries.
12. Work with his/her group to complete the information booths for the Japanese Urban Society and Industry Fair.

ACTIVITIES

Initiating

1. Take an imaginary trip down the streets of Japan. Write what you think you would see.

2. Discuss why fishing is such an important industry in Japan.

3. Show the film Touring Japan. Discuss film in class.

4. Show the film A NATION OF GROWING CITIES and MIRACLE IN ASIA to familiarize the students with Japanese culture and industrialization.

5. Invite a guest speaker who has visited Japan to speak to the class.

6. If possible, have a representative from a local company whose products compete with Japanese products, speak to the class regarding this issue.

7. Read the chapter titled "Occupations and Productivity" in the book JAPAN, LAND AND PEOPLE. Show film Industrial Technology in Japan Today. Discuss the film.

8. Read the "Westernization Of Japan" from the book THE JAPANESE IN AMERICA. Show the film Today's Japan (a review of Japan from WWII to the late 1970's).

9. Select videos from the instructional media list for other introductory activities. (See media/resource section for more information.)

Developmental

1. Have students look in their homes for products made in Japan. If possible, bring these to class. Compare these items to similar one made somewhere else.

2. Have students cut from magazines examples of products made in Japan. Have the students make a bulletin board collage with the examples of Japan's products.

3. To determine local reactions to products with the label "Made In Japan", have the students conduct a survey in the following manner: Have students investigate the kinds of products Japan exports to U.S. Make a list of all these items. Develop a survey to rate these products in quality on a scale of 1-5. After the children's parents fill out the survey, have the students summarize the results and discuss their findings.

4. Have the students read and dicuss Japan, Land and People and the book, The Japanese In America. Show the film Understanding the Japanese. Discuss the film.

5. Have the students select a book or books from the library dealing with Japan's industry and urban society. Read and report.

6. Have the students think of the lifestyle they would have if they lived in Japan. From this they should select and illustrate the type of home they would live in. They also should keep in mind what job they have, in order to live this lifestyle.

7. Have the students pretend that they live in Japan. Then tell them they have visitors coming, and they are to plan a night on the town for their guest. They should select a place to dine for their guest along with entertainment for the evening.

8. Have the students pretend that they are tour guides. Have them show factories or particular spots found in an urban setting. Have the students make brochures about each area they will show.

9. The students are to pretend they are realtors. They will be showing an American family who plans to move to Japan what the housing is like. The students should have examples of all the living possibilities available. They may even want to make a picture with a description of each home and the price list.

10. Develop a Trivial Pursuit game dealing with Japan's industry and urban society. The students can help with the questions for the game.

11. Set up half the class as government and the other half as fishermen. Have a debate concerning pro/con views of the 200 mile territorial law.

12. Break up the class into groups of 3 or 4. Give each group a topic dealing with Japanese industry and have them develop a group report and presentation. They will give a preliminary presentation to the class and a final presentation to another classroom.

13. Have a news team consisting of 2-3 newscasters and 5-6 reporters. Assign the rest of the class a career (eg. waitress in a Japanese disco, a leader of a small fishing enterprise, a Bullet train operator, worker in a Japanese factory, etc.). Each career person will research his/her career, and then be interviewed by the newscasters. (The reporter will have to research too, to know what kinds of questions to ask.)

14. Develop a newspaper (eg. Tokyo Times) that has ads, business articles, social columns, etc.

15. Make charts and graphs depicting fish productions twenty years ago through today.

16. Draw a map of Japan's 200 mile boundaries.

17. Create a panel discussion. Divide the class into two groups representing the countries of the United States and Japan. Have them discuss the problems of importing and exporting between the two countries.

18. Give the students a pamphlet containing crossword puzzles and word finds dealing with different subjects from the unit on Japan.

19. Have the students write and perform a play pertaining to Japanese living. Present this to the whole school. Have the students design their costumes for the play and make them in class.

Culminating

1. Have the students write a story or play about Japan's industry and urbanization. Have students act out the play or story and videotape it to show to parents on a "Japan Day" or at an open house.

2. Japanese Baseball (simulation game) - set up the classroom into a baseball diamond. Have two teams. The team out in the field has a set of questions concerning Japan's industry and urbanization. They pitch a question to the batter, who has to answer correctly, in order to advance to the next base. The team out in the field works together to determine if the answer was correct or incorrect. The teacher (umpire) settles all major disputes. The batter is given two questions (balls) and a chance for at least two mistakes (strikes), three mistakes he/she is out. The first team to 7 wins.

3. Take an imaginary trip down the streets of Japan. Write a short summary of what you might see. Keep in mind the topics discussed in class concerning Japan.

4. Wheel of Fortune (simulation game) - Have students write questions about Japan's industry, transportation and urbanization. The class divides up into two teams. Each player spins the wheel, whatever topic it lands on the student will have the answer the question from that topic. If he or she answers correctly, 10 points will be given to that team. The game is over when the first team reaches 200 points.

5. Treasure Hunt (simulation game) - Prepare the treasure hunt when children are not in the room. Think of a treasure which maybe an item from Japan, such as an oriental pin cushion. Write clues on separate pieces of paper and hide them within the room. Before the children return to the classroom write directions on the blackboard as to where the first clue is hidden. When all the clues are gathered, the treasurer hunters try to solve the clue as to what the item might be.

6. Take the students to visit a Japanese restaurant to see how they prepare their food for eating.

7. Urban Society Industry Fair - The class will be divided up into various groups. Each group is designated on the following topics: Imports, Exports, Factories, Electronics, Fishing, Housing, Lifestyles, Transportation, Family. Each group will develop a booth pertaining to these topics. They will be expected to explain what they know about this topic. They will use information that they have acquired from the unit to develop an interesting booth. This will be apart of the main evaluation.

AGRICULTURE AND FOOD IN A RURAL SOCIETY

Tracy Kelly
Valerie Reyelts
Shawn Sampson
Sheila Van De Stouwe
Theresa Young

SIGNIFICANCE

Even though Japan and the United States are separated by the Pacific Ocean, there are many similarities between the countries in the terms of our rural societies. This unit will focus on Japan's agriculture, food, and rural society.

All countries and people can learn from each other. In studying Japan's agricultural way of life, we can increase our knowledge of both Japan and the U.S. In teaching about Japan and its food system, we can clarify attitudes about and strengthen a closer understanding of its people.

CONCEPTS AND GENERALIZATIONS

Concepts

1. Farm Size
2. Farm Location
3. Rural Population
4. Production
5. Crops (rice, wheat, barley, potatoes, Mandarin oranges, beans)
6. Agricultural Exports
7. Agricultural Imports
8. Machinery
9. Livestock Production
10. Rural Family

Generalizations

1. Japanese farms are generally small.
2. Japanese machinery is more compact than machinery used in the United States.
3. Japanese family members do the farm work.
4. Japanese farm yields per unit area of farm land are high.
5. Food production centering on paddy rice constitutes a major portion of agricultural production.
6. Expansion of livestock production in the northern areas is attributed to the westernization of Japanese eating habits.
7. The agricultural products of Japan are generally consumed by the people of Japan.
8. Many of the crops grown in Japan are similar to those grown in other countries.
9. Japan relies heavily on food imports from other countries.

BEHAVICRAL OBJECTIVES

As a result of this unit, students will:

1. List the crops grown in Japan and the region in which they are grown.

2. Locate agricultural areas and the crops produced in each area on a map of Japan.

3. Note the differences between the United States and Japan in farming.

4. Differentiate between farm machinery used in Japan and farm machinery used in the United States.

5. Differentiate between foods eaten in Japan and foods commonly eaten in the United States.

6. Construct a chart of the weather and seasons in Japan.

7. Write a short story about a hypothetical farm family, including work, recreation, and other important factors in their lives.

8. Use a map of population density in Japan to determine the 5 areas with the highest population and the 5 areas with the lowest population.

9. Write and receive letters from pen pals, and then discuss in small groups information they have learned through their Japanese pen pals.

ACTIVITIES

Initiating

1. Students will go to the library to collect information about agriculture and the rural society of Japan. A class discussion will follow.

2. Each student will write to a Japanese penpal.

3. Invite a resource person (see resource list) to discuss Japan in general with the students. A short question and answer period will follow.

4. Show the film A Farming Family of Japan. Follow with class discussion.

5. Students will prepare group papers about similarities between the United States and Japan, which will be discussed as a class.

Developmental

1. Make a map of Japan illustrating the population density.

2. Take a field trip to a Japanese restaurant to see the preparation of a Japanese meal and possibly sample it.

3. Students, in small groups, will make a replica of a Japanese farm.

4. Students, in groups, will develop and display a bulletin board regarding Japanese agriculture.

5. Invite a person who has lived in Japan to come into the classroom and discuss the differences between Japanese and American cultures.

6. Read articles or books about rural life in Japan and give oral reports on them.

7. Make a map of Japan, designating the location of cities and rural areas.

8. Discuss the farm machinery used in Japan and compare it with the machinery used in the United States. A field trip to an implement dealer may be appropriate.

9. Compare climate in Japan to climate of the United States using weather charts.

10. Make a map of Japan showing the main crops of Japan and where they are grown.

11. Make a graph showing the agricultural exports and imports for Japan and the United States.

12. Collect, discuss, and display current articles on Japan's farmers.

13. Visit a museum with artifacts from Japan.

Culminating

1. Read aloud, discuss and act out some Japanese folktales that deal with farm life.

2. Prepare diaries of an imaginary farmer in Japan.

3. Visit a United States farm and, if possible, allow time for questions with farmer. Then compare it to what is known about Japanese farms.

4. Invite a guest speaker who has traveled to Japan to give a short overview of Japan.

5. Prepare Japanese food in the classroom.

6. Based on what they have learned, draw a picture of a Japanese farm.

JAPAN IN A GEOGRAPHIC PERSPECTIVE

Janice E. Johnson
Michelle L. Smidt
Debbie J. Kruse
Naomi K. Meyer
Gail L. Frank
Karen R. Mart

SIGNIFICANCE

The study of geography will provide a focus for comparing and contrasting world regions and cultures. It also includes interconnections of people and places on a local and global scale. Students need to study geography because they will have to cope with life on a rapidly shrinking planet, where population is exploding, resources are dwindling, and the need for interdependency is increasing. The study of Japan's geography will include: physical, political, cultural, global, and regional.

Many questions come to mind when thinking of Japan. What is the topography of Japan? How do the Japanese people live? How does the size of Japan compare to the United States? It is relevant that these and many other questions be explored and answered by students. This gives the students another perspective of life outside of the United States. Japan is an exciting and growing country about which we should be informed in order to broaden our perspective.

CONCEPTS AND GENERALIZATIONS

Concepts

1. Physical land forms
2. Climate
3. Culture
4. Trade industry
5. Population
6. Natural resources
7. Global and regional position
8. Agriculture
9. Cities and Villages

Generalizations

1. Japan is an island country lying between an ocean and a sea.

2. Japan is dependent on other countries for food due to the land size and population.

3. For one of the most densely populated countries in the world, Japan has surprisingly extensive uninhabited areas.

4. Japan efficiently uses their available farmland but they still need to import food.

5. Japan's climate is similar to that of the United States.

6. The Japanese are finding it harder to preserve their culture partially due to advanced technology and western influences.

7. Japan's population density affects lifestyles in both cities and villages.

8. Japan's geography has influenced many political decisions.

BEHAVICRAL CEJECTIVES

As a result of this unit, students will:

1. Ccmpare and contrast the similarities and differences of Japan and the United States by listing eight ways that the countries are alike and eight ways they are different.

2. Participate in a group discussion about the interdependency of Japan and the United States concerning food.

3. Identify important cities, rivers, and mountains on a map

4. Using colored pencils on a map of Japan, show population density of different cities and villages.

5. Write a one page report on the natural resources found in Japan and how the scarcity of resources has effected its culture.

6. Collect information on the agricultural products that Japan grows as well as the products it needs to import. Display this information on a graph.

7. Label Japan and the countries that Japan trades with on a world map.

8. Describe Japan's climate in a written report.

ACTIVITIES

Initiating

1. Invite a resource person to speak and/or show a slide presentation on the geography of Japan.

2. Discuss this statement: "Although Japan's natural resources include little petroleum, iron ore, or other important minerals, it is one of the world's leading industrial nations." Have students form a hypothesis to explain this statement and then have them check their hypothesis against the facts as they read.

3. Take the children on a field trip to their local grocery or department store. Tell them to find as many things as they can that might have come from Japan. Have a group discussion following this activity about their observations. Research and discuss what food we send to Japan.

4. Have the students compare the size and land structure of Japan with that of the United States. Present an outline map of each country drawn to the same scale. Have the students fit Japan inside of the United States boundaries and also have them shade the areas of the United States containing the same population as Japan's entire country.

5. Have the students find Japan on a globe and a map. Discuss the position of Japan in relation to the mainland of Asia and North America. Give the students many maps of the world and have them trace possible routes to Japan from the United States by ship and by airplane.

6. Make a bulletin board out of pictures of Japanese food, clothing, statues, and homes.

7. Have the students do artwork of their perceptions of the Japanese and how they live. Have each write a story corresponding to his/her artwork.

8. Bring in all artifacts available (from students, teacher, other people in the community) to make a table display of products from Japan.

9. Design and play a trivia game. Example: What is Japan's leading export?

10. Establish a penpal with a child of the same age from Japan.

11. Divide the class into six groups to make a newspaper containing information about Japan. Each group will have

one of the following topics: climate (weather forecast), agricultural news (crops, farming methods), exports and imports, advertisements, sports and literature (best-selling books, famous authors, plays.)

Developmental

1. Prepare a report on "Why Hiroshima and Nagasaki were bomb sites during the war in a geographical sense." Points to discuss: global and regional location, harbor, trade industry, and political influences.

2. On a poster board, create a topographical map of Japan including forests, mountains, rivers, and plains. These different areas can be indicated by water color paints, salt water solution or clay for mountains and symbols.

3. Divide the students into small groups to play a simulation game on trade between Japan and other countries. Give the students envelopes containing natural resources, exports, manpower, population on small slips of paper, and crackers representing food production of Japan and other countries with whom they participate in international trade. Have the students trade among the countries trying to make each country more self-sufficient. The students must remember that some countries have cheaper labor, but not enough food for the population. Decisions must be made by the entire group before trading is allowed. Discuss the reasons for trading.

4. Gather various Japanese recipes. Discuss the type of food eaten and how it might relate to where they live. Optional: Make one of the foods in class.

5. Assign the students to small groups to write a skit illustrating the way of living in Japan during a particular time period. The students will then present the skit to the entire class using clothes and other Japanese items when possible. This could be followed with a discussion comparing our lifestyle, clothes and entertainment to that of the Japanese.

6. Make a weather chart of Japan. Compare the weather of Japan to that of the United States.

7. Make a bulletin board using food to show the inter-dependency with the United States.

8. Make a crossword puzzle/word find relating to geographical terms.

9. Make and fly, if possible, an authentic kite. Explain the design of the kite and uniqueness. Models of kites can be

found in the Learning Resource Laboratory at the University of South Dakota, Vermillion.

10. Give the students six items (twigs, evergreen branches, leaves, etc.) and let them arrange a traditional flower arrangement. Discuss the importance of landscaping to the Japanese.

11. Show the students various maps of Japan which contain Japan's 46 prefectures. Compare this to a map of the United States showing the 50 states.

12. Design a traditional dress and then compare it to the current dress of the Japanese.

13. Prepare a report on the uses of lumber and the importance of Japan's lumber industry to its economy.

14. Discuss the religions of Japan (Shinto, Buddhism, and miscellaneous other religions.) Prepare a report on one of the two major religions and follow with a slide or filmstrip about these religious practices.

15. Throughout the entire unit, keep an ongoing weather chart of temperature and rainfall in Japan. Compare this to the United States or to the region in which you live.

16. Keep a journal of words learned in Japanese. At the end of the unit the students can carry on a conversation or put on a skit using Japanese language.

17. Have children bring in current events relating to Japan. They can be given the first 10 minutes of class to discuss what they heard on TV or read in the newspaper.

18. Make an ongoing bulletin board. After each lesson, the students can put up things they feel are most important in each lesson.

19. Play a bingo game. The teacher will draw a card and give a definition of a geographical term. The students will place a chip on the word that matches the definition.

Culminating

1. Divide the students into two teams and give them each a map of Japan's four major islands with four of the major cities numbered 1-8. The students will write the name of the city or island corresponding to the numbers on the board. The team finished first wins.

2. Write to a travel agency in Japan for information that can be used to create a travel guide. The guide should

include such things as: informational facts, sites to see and various hotels and restaurants that would be helpful for those traveling to Japan.

3. Divide students into groups and give each one a topic, i.e. agriculture, imports, exports, climate, physical geography. Collect information about each topic for both Japan and the United States. Make a chart, and compare and contrast their findings.

4. Write a report on why you would/would not want to live in Japan, and give reasons for your choice.

5. The teacher will give students a "What Am I" riddle after each lesson. For example: "I'm made up of four major islands, I'm surrounded by water and my terrain is very mountainous. What am I? Answer: Japan.

6. Have the students brainstorm how their lifestyle would change if they moved to Japan (i.e. diet, clothing, entertainment).

7. Prepare and put on a skit of a typical day in Japan for the lower elementary grades.

JAPANESE CULTURE

Music, Dance, Theatre, Traditions, Arts, and Crafts

Becky Vander Brink
Lynne Marie Bye
Diane Jones
Donna Ries
Annette Sherrill

SIGNIFICANCE

Culture is a very vital part of every society. "Culture" is a general term which includes such areas as music, theatre, dance, arts, crafts, and traditions. The Japanese culture today is the result of the influence of many different foreign cultures, but it has retained a uniqueness all of its own. The Japanese culture has also influenced many cultures worldwide.

This unit will help students understand how knowledge and appreciation of a foreign culture can lead to the reappraisal of one's own culture. Students must learn about different cultures so that they can find new ways to live together in mutual peace and prosperity. Teaching students about another culture will give them a broader view of life.

CONCEPTS AND GENERALIZATIONS

Concepts

1. Kites
2. Fishing
3. Gardening
4. Origami
5. Tea ceremony
6. Traditional music
7. Western music
8. Instruments
9. Costumes
10. Kabuki theatre
11. Bunraku
12. Dances
13. Parades

Generalizations

1. Creating Japanese kites is a traditional craft used in many activities.

2. Fishing is considered a craft as well as a way of life.

3. Origami techniques are handed down through generations.

4. The time or season of the year influences the type of dance in Japan.

5. Parades up and down Japan's city streets consist of different types of dances.

6. Japanese dancers, because of their fantastic make-up and costumes, keep the audience enthralled in the dance performances.

7. The music of Japan varies from orchestral works of the west to traditional ballads of Japan.

8. The Japanese song "Kimigayo" is Japan's national anthem.

9. The Koto is a popular instrument among young girls in Japan.

10. Many of the world's famous musicians travel to Japan's Osaka International Festival to promote international culture exchange.

11. Today there are many Suzuki schools in Japan and this method is well known.

12. A traditional and formal gathering in Japan is the tea ceremony.

13. Traditional gardening is important in Japan and consists of beautiful arrangements of rocks and sand.

14. The Japanese culture is reflected in creative theatrical performances.

15. Much detail and care is taken in creating the stage and costumes for Kabuki theatrical performances.

16. The Joruri puppet play requires intricate movements of the puppets and precision timing on the part of the narrator and puppeteer.

17. Bunraku and Kabuki are two major theatrical artworks which originated in Japan.

18. Successful Japanese theatrical performances depend on the abilities of the artists to express themselves clearly to an audience.

BEHAVIORAL OBJECTIVES

As a result of this unit, students will:

1. Compare and contrast modern and traditional Japanese music.

2. Construct a Japanese mural using their knowledge of what they have learned about Japan.

3. Differentiate between kabuki theatre and Japanese puppet plays.

4. Construct kabuki theatrical masks.

5. Make a Japanese dance costume.

6. Perform a Japanese dance.

7. Construct a traditional Japanese garden.

8. Demonstrate the appropriate tea ceremony at a parent-student tea ceremony.

9. Construct a Japanese kite.

10. Demonstrate their ability to make an Origami design.

ACTIVITIES

Initiating

1. To gain immediate student interest in Japanese music, visit a museum which displays ancient Japanese instruments, or make a bulletin board with pictures of instruments.

2. After listening to traditional and modern Japanese music, compare and contrast the music to see if students can distinguish between the two.

3. If possible, bring some Japanese instruments to class, especially the koto, and let the students play the instruments.

4. Have the class write to Japanese penpals to create excitement about Japan.

5. Invite resource persons to class to talk and/or show a slide presentation of Japan.

6. Have the students list as many different emotions as possible and then draw their own versions of masks depicting these emotions.

7. Try to visit a museum or find resource materials showing pictures of actual Japanese theatrical performances. From the pictures or models, have the students explain what they think the plot might be.

8. Have students view a filmstrip of a Japanese kabuki theater performance and have them write down each of the emotions that they see the character portray.

9. Have students collect pictures of different Japanese instruments and make a collage using the different pictures.

10. Obtain pictures on Japanese gardening and display on bulletin boards.

11. Introduce the importance of tea and the origin of the tea ceremony.

12. Ask a jeweler to come into the classroom and give the students information about cultured pearls. Also, if possible, have a display of jewelry made with cultured pearls.

Developmental

1. Students will compare the values and culture of Japan and the United States by studying the lyrics to folk songs from both countries.

2. Obtain a recording of the Japanese anthem "Kimigayo", and teach your students how to sing the song. Then review our national anthem.

3. Invite a speaker to class who is knowledgeable about the Suzuki method of teaching music.

4. Have the children do some research on Shin'ichi Suzuki or a particular Japanese instrument such as the koto.

5. As a class, write a song using the five tone scale used by Japanese composers.

6. Construct a miniature kabuki stage and produce a kabuki play.

7. Make elaborate expressionistic masks to be worn during a play.

8. Have the students form groups, each one constructing their own puppet. Have the students decide who will design the costume, who will paint on the features, who will assemble the puppet, who will manipulate the puppet, etc. When finished, each group will present their puppet to the class.

9. Discuss the history and development of bunraku.

10. Each student will make a blue-print of a Japanese garden and discuss the traditions associated with these gardens.

11. Bring in different varieties of teas and have the students taste the different types of tea.

12. Compare and contrast dances of the United States and Japan and demonstrate them.

Culminating

1. Create a mural using their knowledge of Japan.

2. The class could create their own Osaka International Festival. A larger class could even divide into groups representing different cultures in imitation of the "Osaka International Festival."

3. Develop and complete a crossword puzzle or word find with theatrical terms listed on the bottom of the sheet.

4. Perform a variety of dances including folk, religious and theatre.

5. Construct a miniature traditional Japanese garden in the school classroom using rocks and sand. Discuss the meaning of gardens to the Japanese.

6. Invite students' parents to a traditional Japanese tea ceremony.

7. Organize an Art Festival for parents and guests. Possible art forms to make and display include:

   a) Japanese sculptures.

   b) Japanese masks

   c) Puppets to be used in the puppet play

   d) Origami items of their choice

   e) Japanese kites

   f) A paper mache fish

   g) A Japanese fishing boat and poles using origami

8. All art forms displayed at the Japanese Art Festival will be sold and monies collected will be used to purchase Japanese materials for the library.

9. Students will do several types of Japanese dances for a P.T.A. night.

JAPAN AND THE LAND

Janet Oien
Darla Smolik
Lynn Turbak
Dawn Wigersma

SIGNIFICANCE

Agriculture, once Japan's major industry, has declined significantly in recent decades. Presently, 5.6% of the population of Japan is engaged in farming. This figure reflects an 11% decrease since 1955.

The size of Japanese farms average about 2.5 acres. Because of small-scaled farming techniques, small-sized agricultural machines are a necessity. Compared to equipment in South Dakota, a Japanese tractor is approximately the same size as a riding lawn mower. Regardless of the size of land and machinery, Japanese farmers produce high yields of crops.

Rice is Japan's principle crop with the total production exceeding the demand by approximately 30%. Rather than exporting the surplus of rice to other countries, Japan donates it to Vietnam, Africa, and other Third World countries.

Because Japanese farming techniques differ substantially from those in South Dakota, it is important for students to be aware of these contrasts. After studying Japan's agricultural system, it can be compared to that in South Dakota.

CONCEPTS AND GENERALIZATIONS

Concepts

1. Machinery
2. Governmental policies
3. Land
4. Terracing
5. Marketing
6. Surplus
7. Crop production
8. Agriculture
9. Supply and demand

Generalizations

1. Japanese farms are one of the world's most productive in terms of yield per acre.

2. The majority of Japan's crop production is sold through agricultural cooperatives.

3. Because of the over-abundance of rice, the Japanese government pays the farmers not to produce rice through a price support program.

4. Excess rice is not exported, but donated to Vietnam, Africa, and other Third World countries.

5. The Japanese government subsidizes enlargement of farms to make farming more cost effective.

6. Terracing is used so that hills and small mountains are under cultivation.

7. Most Japanese farmers hold other jobs, in addition to farming.

BEHAVICRAL CBJECTIVES

As a result of this unit, students will:

1. List six types of machinery used by Japanese farmers as discussed in class.

2. Ccmpare and contrast farms in South Dakota and farms in Japan.

3. Differentiate between crops grown in South Dakota and crops grown in Japan.

4. Construct a graph displaying the marketing of Japan's crops.

5. Describe the three governmental policies concerning Japan's agriculture.

6. Portray a Japanese farmer and create a journal with at least four entries per week concerning his farm life.

7. Ccmpare and contrast the farming roles of men and women in Japan to the farming roles of men and women in South Dakota.

8. Ccnstruct salt clay maps displaying the terracing of Japan's land and the cultivation of South Dakota's land.

ACTIVITIES

Initiating

1. View filmstrips dealing with Japan.

2. A bulletin board will be displayed comparing land, machinery, and crops of Japanese and South Dakota farming.

3. Display crops such as rice, barley, apples, mandarin oranges, pears, tea, etc. that Japan grows and then discuss how they differ from what is grown in South Dakota.

4. Draw a map of Japan indicating which crops are grown in specific areas.

5. Create a poem concerning Japanese farming. Have students judge the poems and then print the top five in the school bulletin.

Developmental

1. Take a field trip to an area farm to get a first hand view of what a farm in the United States is like. Discussion will follow back in the classroom.

2. Invite a guest speaker into the school to give an overview on Japan.

3. A "Rice Day" will be held in which the students will prepare their favorite rice dishes. There will be a potluck banquet of Japanese foods that night.

4. The students will read the myths and legends about Japanese agriculture and share their findings with the rest of the class. Then they will create their own myth or legend about South Dakota agriculture.

5. The students will divide into two teams and line up at the chalkboard. When the teacher asks a question regarding Japanese and South Dakota farming, the students will quickly write the answer on the board. The first one to turn around after correctly answering the question wins a designated amount of points for his/her team. The team having the highest amount of points after the last student on each team answers a question wins the game.

6. Present an indepth study of farming in Japan.

7. Construct a diagram of a Japanese farm.

8. On a map of Japan, pin pictures of agricultural products and their locations.

9. Make a time schedule of what a Japanese farmers' various jobs are throughout the day and week.

10. Construct replicas of the map of Japan using salt clay.

11. In class grow various crops that Japan grows.

12. Complete a budget for a Japanese family. List the important things to buy, in rank order from most to least important.

13. Construct overhead transparencies showing the terracing and cultivation of farm land.

14. Organize a field trip to the public library. Each student will become familiar with information offered concerning agriculture.

15. A play will be acted out for the parents of the students. The play will compare and contrast farming roles of men and women in S.D. and Japan.

16. Role-play a mock agriculture cooperative meeting. The teacher will act as president of the cooperative.

17. Assign some students the role of a Japanese farming family. Another student of the class will conduct an interview as to how their particular farm is operated.

18. Show a film on farming in Japan.

Culminating

1. Each student will write a diary or journal as if he were a Japanese farmer. The diary of a Japanese farmer will be read to the class.

2. Students will be divided into five groups. Each group will come up with 10-15 questions about American and Japanese Agriculture. Play a game like Trivial Pursuit using these questions.

3. The class will make a scrapbook containing pictures and drawings of crops, a report about Japanese and American farming practices and a poem about land.

4. A group discussion will be conducted in regard to the information given throughout the unit on Japanese farming.

5. A bingo type game will be designed by the teacher dealing with the information given on Japanese farming. The students will divide into groups of two and race to complete the game.

6. In order to create a crossword puzzle regarding Japanese and South Dakota farming, each student will devise two questions to be handed in. The teacher will construct the crossword puzzle.

7. Group presentations (5 students to a group) will be given in class dealing with different types of agricultural crops.

8. The class will create a newspaper with each student writing an article highlighting the aspects of the unit that students consider important.

JAPAN: AN OVERVIEW (#2)

Rose Hummelgard
Kathy O'Rourke
Carrie Schneider
Bridget Skillings
Laurie Wright
Lee Wagner

SIGNIFICANCE

Japan is a country that is comparable to the United States in many ways. For many reasons, the two countries are interdependent. Because this is the century of the Pacific rim, it is important to teach all students about Japan.

When studying a new country, geography is the place to start. Children need to become familiar with the location of other countries. In studying Japan's geography, students can grow in awareness as well as in knowledge.

There is a need to gain knowledge of Japan's agriculture and industry. Japan's farms differ from the farms of America's Midwest region in size and products raised. Because Japan is America's largest buyer of farm products, there is an important economic relationship between the two countries.

Being the world's leading producer of many important industrial products, Japan has an effect on America and other countries as far as trade and exporting are concerned. Thus it is important for students to study the industry of Japan.

A country's power base lies in its people. Music, dance, theatre and arts and crafts all influence the still-developing Japan. We should also study Japan's language, literature, religion and philosophy since each of these aspects affect their lifestyle. In looking at Japan's culture we can begin to understand its people.

In looking at the general lifestyles of the Japanese we find that it is much the same as that of the U.S. This is true for sports, leisure time activities, and women's legal status. Therefore, it is important for students to learn these similarities we have with Japan.

Japan is a highly urbanized country with most of the population living in cities, yet it is clean and self-disciplined. Students can learn the benefits Japan has to offer concerning urban living.

CONCEPTS AND GENERALIZATIONS

Concepts

1. Climate
2. Population
3. Natural resources
4. Agriculture
5. Transportation
6. Food price
7. Crop import
8. Farm land
9. Full-time farmers
10. Language
11. Literature
12. Religion
13. Philosophy
14. Theatre
15. Music
16. Ceremonies
17. Traditions
18. Leisure time
19. Men's & women's roles
20. Families
21. Education
22. Industry
23. Trading & wages

Generalizations

1. Because Japan is primarily a mountainous country, most people live on the low plains.

2. Japan has an overabundance of rainfall which benefits agriculture.

3. Japan has many short, sometimes unnavigable, rivers.

4. Japan is a small country with abundant vegetation and water.

5. Prices of food in Japan are high in comparison to the prices of food in the United States.

6. Japan over-produces some crops, yet it must import many food products.

7. As a result of Japan's growing industry, English has been adopted as a second language.

8. Buddhism and Shintoism are the major religions in Japan.

9. Traditional dress, music and dance are important facets of the popular Japanese festivals.

10. The existing forms of theatre are varied.

11. A major part of Japan's culture is expressed in its art forms, many of which are practiced today as hobbies.

12. Because women's legal status is now equal to that of men, women are increasingly entering the labor force and going on to higher education.

13. Since much emphasis is placed on physical exercise, many families participate in and observe sporting events and leisure activities.

14. Japan's exports are varied and sizable, contributing to a balanced trade position.

15. Japan's industrial wages have fluctuated recently but compare favorably to that of other nations.

16. Most Japanese are employed by service industries.

BEHAVIORAL OBJECTIVES

As a result of this unit, students will:

1. Label the major mountain and forest regions on a map of Japan.

2. Label the five major cities in Japan on a map worksheet.

3. Design a chart to compare and contrast prices of food in Japan to those in the U.S.

4. Construct a collage identifying major crops produced in Japan.

5. Compare and contrast Western and Japanese values in a 200 word composition.

6. Illustrate on posterboard the costumes associated with the religions of Japan.

7. Illustrate the different forms of Japanese theater in poetry, comic strips, or articles.

8. Construct a basic form taught to them using Origami techniques.

9. Describe the differences between American and Japanese festivals and holidays using a minimum of four examples.

10. Point out at least four differences between American and Japanese education.

11. Learn the basic rules of a few Japanese sports and participate in them in P.E. class.

12. Compare and contrast Japanese and American industry with a focus on exported goods.

13. List ten different products that are currently produced in Japan.

ACTIVITIES

Initiating

1. Students will develop and design a Japanese style kite.

2. Students will create a calendar for next year including important American and Japanese holidays. Illustrate the cover with the animal representing the Japanese year.

3. Section your bulletin board: 1. to show the shape of Japan, its varied regions and major cities. 2. to indicate products exported from Japan. 3. to indicate agricultural products grown.

4. Design a word search listing Japanese imports or exports to test students' initial knowledge.

5. Create a crossword puzzle using simple Japanese words with definitions that are commonly known, i.e. Karate.

6. Using Japanese designs or letters, students can create bookmarkers.

7. Read and/or act out a Japanese fairy tale.

8. Twelve video letters dealing with all facets of Japanese life are available through The Asia Society. (See media/resource section for more information.)

9. On one sheet of construction paper, the students will list each Japanese product they found at home. In class list them on the blackboard and keep a tally of every duplication. Post pictures. Discuss the effect of a U.S./Japanese embargo.

Developmental

1. In P.E. class, play various Japanese sports.

2. In art class, have children create Bunraku puppets for a classroom production.

3. In music class, study the various types of Japanese instruments and listen to Japanese music.

4. Using a large branch secured in a bucket of plaster of paris, hang student creations: Origami, collages, rolled scrolls, vocabulary words. The branch may be spray painted gold or silver.

5. Compare and contrast crop production in Japan and the U.S.. Divide the class and assign one group to make a

picture collage of Japan's exports and the other a picture of U.S. exports. Discuss findings and display collages.

6. Compare and contrast food prices in Japan and the U.S.. Set up a grocery store with half of the products at Japanese prices and the other half (same goods) in American prices. Children must go through each side with the same amount of money and write out how much they can buy on each side. Discuss results.

7. Show the film Japan: An Overview. Discuss the film.

8. Demonstrate in a large box of sand the method of terrace farming on Japan's mountains and hills.

9. Create models of Japanese and American farms illustrating the size of each in terms of land and machinery. Discuss the reasons for such differences. Divide the class in half and have one group create a model proportionate to the average Japanese farm. Have the other group create a model proportionate to a South Dakota farm. Discuss how these are alike and different.

10. Students will create vocabulary mobiles using yarn, hangers, rectangles of construction paper. Write each new word on one side and its definition on the other side and attach to hanger with yarn. Keep adding on. Hang from lights if possible.

Culminating

1. Designate Japanese Day with foods, dance, bowing, crafts and shoe removal. It could be called -- Go ni ineba, go ni shitague -- "when visiting a neighboring village, do as the villagers do."

2. Diagram a football field on the black board. Divide the class into two teams and have them choose names. Each team has one marker on the 50 yard line and they move toward their goal line by individual players answering questions about Japan (+10 yards if right, -10 yards if wrong). Teams and players alternate answering questions about Japan which have been developed by students. Two points for a touchdown and one point for the extra bonus.

3. Through role-playing, illustrate the changing roles and growing equality of Japanese women.

4. Have blackboard races, by rows, to quiz the children on important Japanese facts; winning row gets fortune cookies.

5. On individual long sheets of paper which will be illustrated and rolled scroll-style when finished, students will write what they think visitors would/should see and do in Japan.

6. Students will write and illustrate three Haiku poems and a class book will be formed from them.

7. Role-play the "How to get along in Japan Society", a role-playing exercise listed in the sample activity section.

8. Students will write a one-page paper on the different aspects of education in the United States and Japan. Mount these on a 8x10 black sheet of construction paper and border all four edges with brown paper. Put these up around classroom.

9. Students will create their own newspaper with articles such as: a feature article on crop and industry production, a critics report on Bunraku performance, comic strips, Haiku, Bunraku award winners, the weather forecast, advertisements, Godzilla movie ads, crossword puzzle, recipe section. Laminate and bind.

10. Students will compare and contrast western to Japanese values in a 200 word composition.

JAPAN'S CULTURE:

Language, Literature, Religion and Philosophy

Jane E. Brzuchalski
Patty J. Coplan
Marta M. Simon
Sheila A. Stevens
Julie A. Veal

SIGNIFICANCE

It is important for children to learn about and attempt to understand other countries. Children should be able to contrast and compare the aspects of their own culture to those aspects of cultures which are foreign to them. In studying about other cultures, students become more aware of their own culture as well.

Language, literature, religion and philosophy are important facets in every society. In trying to gain an understanding of the Japanese culture, students need to look at the way the Japanese people express themselves. All four of these topics are basic expressions of reality in the lives of the Japanese people.

CONCEPTS AND GENERALIZATIONS

Concepts

1. Written Language
2. Spoken Language
3. Literature
4. Philosophy
5. Religion
   a) Buddhism
   b) Confucianism
   c) Shintoism

Generalizations

1. Buddhism and Shintoism complement each other.
2. Japanese literature expresses philosophies of life.
3. Religion is used a great deal in Japanese literature.
4. Confucianism is an expression of Japanese philosophies.
5. Spoken Japanese is easier for foreigners to learn than is written language.
6. Japanese literature developed through the use of a written language form called Kanji's.

BEHAVIORAL OBJECTIVES

As a result of this unit, students will:

1. Briefly describe the main religions practiced in Japan today.
2. Identify similarities and differences between Shintoism and Buddhism by completing a matching activity.
3. Recite five(5) out of ten(10) Japanese words and their meanings which were learned in class.
4. Summarize a short story written by a Japanese author.
5. Summarize the religious significance of a poem.
6. Recite three famous Confucian sayings which identify Japanese philosophies.
7. Write their own names in Kanji's.

ACTIVITIES

Initiating

1. Have a local person who has been to Japan present a broad overview on Japanese culture to the class.

2. Show a filmstrip relating to Japanese culture.

3. Have students read an assigned section about Japanese culture from a resource book such as an encyclopedia.

4. Arrange a bulletin board with Japanese words and their English translations.

5. Have students bring in an example of a Haiku poem.

Developmental

1. Write a poem in Haiku form.

2. Read a story by a Japanese author, then write a report on it.

3. Divide the class into two(2) groups. Have each group research one of the two(2) main religions of Japan (Shintoism and Buddhism). Then have each group present to the class what they learned.

4. Have a resource person come in and teach the students ten(10) Japanese words.

5. Present several Confucian sayings and discuss their meanings.

6. Help students learn how to write their names in Kanji's.

7. After viewing a film about the Japanese religions, discuss the differences and the similarities of the religions of Japan and the United States.

8. Role-play a situation involving a religious ceremony.

9. Make an illustrated mural of Confucian sayings that are appropriate today.

10. Publish in a local paper the Haiku poems written by the students.

11. Write Confucian-style sayings reflecting individual students interests.

12. Make a booklet of students' favorite Haiku poems.

Culminating

1. Have students get into small groups and discuss what they learned about Japanese religions.

2. Have students formulate three(3) possible test questions over the Japanese unit.

3. Have a guest speaker come in and discuss similarities and differences in the Japanese religions.

4. Students will write their Japanese and American names on a bulletin board or on a mural in the hall.

5. Invite parents to view the play the students prepared in their developmental activities.

6. Have an open house for the parents so that they can see all of the work their children did on the Japan unit.

LIFESTYLES:

Leisure Time, Sports, Role of Men & Women,
Family, Education.

Kathleen Carlin
Cynthia Gemmill
Beth Heine
Lisa Lund
Paula O'Connor

SIGNIFICANCE

Countries of the world are similar in that each has a family unit, roles that men and women play, leisure activities, an educational system, and various sports. The family unit is like a miniature society which develops its own set of norms, values, and expectations for its members. By studying a country such as Japan, students begin to grasp unique qualities of other cultures and begin to develop respect for other ways of life.

Cultures in the world spend leisure time in different ways. It is important to understand how leisure time is spent so the other aspects of lifestyle can be understood. It is also important to develop understanding of the influence of Japan's education on individual or group behavior. It is significant to study Japan's educational curriculum, classroom size, dropout rate, and teacher status, and then compare and contrast them to the United States.

CONCEPTS AND GENERALIZATIONS

Concepts

1. Individual role
2. Working role
3. Traditional roles
4. College examination
5. School curriculum
6. Teacher's salary
7. Requirements for college
8. Physical education
9. Literacy
10. School finance
11. Games
12. Entertainment
13. Groupism
14. Family name
15. Dependency
16. Ancient sports
17. Influence of sports
18. Martial arts
19. Origin of sports
20. Modern sports

Generalizations

1. The success story of the Japanese men and women is the result of determination and skill in fulfilling their individual roles as part of society.

2. Geographic location and society influence the working role of men and women in Japan.

3. Time and modernization are changing the traditional roles of men and women in Japan.

4. Entrance to Japanese universities depends upon the results of a standardized entrance examination.

5. Eight subjects including Japanese language, social studies, arithmetic, natural science and P.E. are taught 30-40 weeks in a year.

6. Japanese teachers, whose mean salary is the equivalent of $1,050 a month (1984), are better paid than other Japanese public servants.

7. Because education is taken seriously in every aspect, Japan has achieved almost 100% literacy.

8. Physical education facilities are accessible in each school because sports and physical exercise are stressed for maintaining health.

9. From elementary through upper secondary education, expenses such as textbooks and lunch are shared equally by the state and local governments.

10. Much leisure time in Japan is spent playing games of various kinds.

11. The entertainment district in Japan is full of many night life activities, such as movie theaters, restaurants, Geishas, coffee shops and cabarets.

12. Groups in Japan form part of one's identity and are an important influence on individual behavior.

13. Greater emphasis is placed on the family name in Japan than in the U.S.. The family name is followed by the personal name.

14. Traditional values and customs are still taught in modern Japan.

15. In both America and Japan cultural values are attached to names.

16. Japan's deep respect for tradition and custom is one reason many ancient sports are still thriving.

17. Japan has adopted many ways of the western world in its appreciation of athletics.

18. The Japanese are very proud of their expertise and knowledge in the area of martial arts.

BEHAVIORAL OBJECTIVES

As a result of this unit, students will:

1. Explain in writing at least three traditional and two non-traditional roles that women hold in Japanese society.

2. Draw a picture showing what role he or she could best fill as a part of Japanese society and share the ideas with a small group.

3. Compare and contrast the school systems of the United States and Japan.

4. Write haiku poetry and common Japanese words.

5. Experience Japanese lifestyles during a school day (eat Japanese lunch, dress Japanese, play Japanese sports).

6. Write a newspaper on Japan, including articles on topics that have been studied.

7. Demonstrate the importance of group identity in Japan by comparing and contrasting the role of an individual within the family group in Japan and in the United States.

8. Compare and contrast the role of the child in a Japanese family to one in an American family.

9. Demonstrate in front of the class how to play one Japanese game, such as jan-kin-pon, hana-fuda, I-ro-ha, or hana-fuda.

10. Construct various objects by using the traditional paper folding.

11. List five sports which are considered traditional and five considered modern.

12. Take a written quiz over the significance of sports, [illegible]sure time activities, education, and roles of men and [illegible] in Japan.

13. Demonstrate his/her knowledge of Japanese sports and how they relate to the U.S. and the rest of the world by participation in oral class discussion.

ACTIVITIES

Initiating

1. Invite a resource person or group to aid the teacher and satisfy the curiosity of the class. Afterwards, do research on questions which arise during the discussion.

2. Playhouse - As manager of a playhouse, a student or group of students can produce a play, completely casted, directed and written by the playhouse manager (single student or group). This play could involve roles of men and women in Japan or other topics.

3. "Who Said What?" - The student is given a picture or a cartoon with no captions. The student must write out a conversation that fits the situation in the picture. The pictures will fit the subject matter being discussed, such as the roles of men and women in Japan.

4. The students will write an imaginary interview they could conduct with a person their own age in Japan.

5. After viewing a filmstrip on the education and lifestyle of a Japanese child, discuss similarities and differences between Japanese and American schools and lifestyles.

6. Show the film Children's Songs in Japan (28 min.) or Children in Towns and Villages (30 min.). Discuss films.

7. Assign students to research traditional Japanese sports such as Kemau (Japanese football), Kyudo (archery), Dakyo (polo), Kenda (fencing), and then to give an oral report to the class.

8. Conduct a sports field day which would include traditional Japanese sports.

9. Have students prepare posters of their chosen Japanese sports, either traditional or non-traditional, to be displayed in the classroom.

Developmental

1. Make a comparative study of the roles of men and women in Japan and the United States by placing research findings on bulletin boards. Pictures, charts and other sources of information should be used.

2. Learn some Japanese words such as family (kazoku or setai) and house (U-chee).

3. Divide the class into groups to design their own bulletin board using anything Japanese to illustrate or teach Japanese lifestyles (photographs, art, magazine articles, freehand drawings, etc.).

4. Write to Japanese penpals for the school year. Send a photograph of the class and ask them for a photograph of their class.

5. Assist the students in creating an oral report on what they know about Japanese leisure activities, education, or roles of men and women, which they may give to another class.

6. Each student will write and illustrate their own book of Haiku poems.

Culminating

1. The students can be assigned a page or a section of text on Japan to prepare in an exciting manner for presentation before the class. The student can also devise a test on the lesson, administer it, grade it, and discuss it with the class at a following session.

2. A student or a group of students can serve as a chairman of a group and design posters, illustrating various subjects being discussed in the unit. These could be displayed around school.

3. Have the students prepare a lesson to be video taped and presented to parents, teachers, and other classes.

4. Have the students discuss in small groups and create a group list of all the things they know about Japanese sports, leisure activities, education and/or roles of men and women.

5. Students will create their own "Quality Circle."

6. Prepare and eat a typical Japanese family meal.

7. Write a school newspaper devoted to Japan (photos, games, riddles, etc.) and distribute throughout school.

8. Compare and contrast going to school in Japan and the United States.

9. Role play a traditional Japanese tea ceremony.

10. Learn to play the traditional paper folding game of Oragami.

EVALUATION

The evaluation process is generally the most important indication of the success of a unit. The teacher is never quite sure of the progress his/her student has made until test time. Therefore, the evaluation process must be complete and thorough so as to enable the instructor the ability to obtain valid information.

The Students can be evaluated in the following ways:

1. Paper and Pencil Test
2. Map Identification Exercise
3. Class Participation
4. Oral Discussion
5. Quiz
6. Oral Test
7. Group presentation
8. Question and answer sessions
9. Self-evaluation by using a critique sheet handed out by the teacher.
10. Recitation
11. Written Summary
12. Worksheets
13. Demonstration - role play concepts such as lifestyles, population density, Japanese games, traditional tea ceremony, preparing lessons, and sports activities.
14. Cooperation - group activities such as making a Japanese meal and organizing japanese Culture Day, bulletin boards, Japanese games, school newspaper, and a Japanese speaker.

RESOURCES

Free Resources for Teaching about Japan, by Linda Wojtan, includes information about sources of information about Japan and materials available on Japan. A free copy is distributed by:

The Midwest Program for Teaching about Japan
Indiana University
2805 E. 10th St.
Bloomington, IN 47405